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ABSTRACT

Incident reports of violence, vandalism, and substance abuse prepared by local school districts for the 1988-1989 school year are summarized and compared with reports from previous years (1984-1988). The data are based on summarized information received in county offices of education from school districts. The data collected for this report are based on aggregates and therefore do not identify causes or situational specifics of the reported acts. Findings indicate that the most frequently reported incidents, in decreasing order of occurrence, are vandalism; violence, and substance abuse. A section on the Department of Education's response reviews prevention and intervention programs and publications. Recommendations call for increased cooperation and communication among schools, the community, and agencies; provision of cocurricular activities for students; and development of discipline policies and prevention plans at the district level. Appendices include public school safety legislation, report forms and instructions, definitions, a directory of regional curriculum service units, a list of departmental publications, and a list of state board resolutions. Tables present information on annual trends, the cost of vandalism, and a list of district disciplinary actions. (LMI)

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Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1988 to June 30, 1989

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TABLE OF CONTENTS

	Page
Introduction	i
Background	1
Findings	3
Department Response	11
Recommendations	19
Appendix A. Public School Safety Law	21
Appendix B. Forms for Reporting	23
B.1. Vandalism, Violence, and Substance Abuse Incident Report	25
B.2. Annual Report of Vandalism, Violence, and Substance Abuse, 1988-89 School Year	26
Appendix C. Annual Report of Vandalism, Violence, and Substance Abuse Reporting Instructions	27
Appendix D. Definitions	28
Appendix E. Directory of Regional Curriculum Services Units	30
Appendix F. List of Department Publications	31
Appendix G. State Board Resolutions	35
G.1. New Jersey Project on Student Expectations	37
G.2. Expectations for Student Behavior	38
G.3. Student Codes of Conduct	39
G.4. Developing Character and Values in New Jersey Students	40

TABLES

		Page
1.	Incidents by County, 1988-89	6
2.	Incidents by Type, 1988-89	7
3.	Incident Trends 1984-89	8
4.	Estimated Cost of Vandalism, 1988-89	9
5.	Actions Taken by School Districts, 1988-89	10

Figure 1. Five-Year Trends 8

INTRODUCTION

New Jersey Law, Chapter 163, enacted in October of 1982, requires the Commissioner of Education to monitor the incidence of violence and vandalism in the public schools of the state (see Appendix A). To assist the Commissioner in fulfilling this requirement, forms and procedures were developed for local districts and county offices of education to report the occurrences of violence and vandalism. Separate forms are provided to districts for reporting incidents and for summarizing incident reports annually. Copies of the forms are found in Appendix B.

The law requires any school employee observing or having direct knowledge from a participant or victim of an act of violence to file a report describing the incident to the school principal. It further states that a copy of such report shall be forwarded to the superintendent of schools for that district. The Commissioner has directed that each school district shall annually, on or before August 15, forward a report to the county superintendent of schools regarding incidents of violence and vandalism.

The county superintendent, in turn, aggregates the district reports to compile a county summary of all reported incidents for the year. The data that form the basis for the report are collected by the Division of County and Regional Services and reviewed and analyzed by the Division of General Academic Education.

This report summarizes the incident reports prepared by the districts for the 1988-89 school year and makes comparisons with prior years (1984-1988) for the purpose of noting trends.

The data collected for this report do not identify the causes of acts of violence, vandalism, and substance abuse in schools. Further, the data as aggregated do not provide specifics on date, time, location, causes, or circumstances surrounding incidents.

BACKGROUND

This report is based on information received in county offices of education from local school districts in summary form. Individual incident report forms are used by district staff to report incidents to the school principal. These individual reports then are summarized, and an aggregated annual report is prepared under the supervision of the chief school administrator for transmission to the county office of education. These summaries are forwarded to the Division of General Academic Education for analysis and preparation of this report.

An incident is defined as "an act of malicious intent to injure another individual or willfully destroy property." There are three incident classifications: incidents of violence, incidents of vandalism, and incidents of substance abuse. Districts have been advised to report all incidents, including those in which there is doubt about the seriousness of the act.

To reduce the tendency to under-report offenses, a degree of anonymity was provided by requiring districts to retain at the local district level the detailed individual incident reports on forms provided by the New Jersey State Department of Education. Reporting beyond the district level was confined to an aggregation of offenses by both the district and the county superintendents. From experience gained in collecting the data contained in the 1982 Final Report on the Statewide Assessment of Incidents of Violence, Vandalism and Drug Abuse in the Public Schools, it was determined that this less-detailed process of reporting would provide sufficient information to fulfill the legislative requirements and to meet the program planning needs of the department. The reporting instructions are described in Appendix C. The Department of Education used the county aggregated reports to compile this report for the period July 1, 1988 to June 30, 1989.

All incidents are reported at the school level on form MIS M010050688. These forms are summarized and reported to county offices of education on an annual report form MIS M01000486. See Appendix B for copies of both forms.

Types of Incident

Incidents are reported under the subheadings: vandalism, violence, and substance abuse. Under each of these subheadings, there are definable types of incidents.

There are 8 types of vandalism, as follows:

1. Arson
2. Bomb Offense
3. Breaking and Entering
4. Damage to Property
5. Firework Offense
6. Theft/Larceny
7. Trespassing
8. Other/Multiple Vandalism Category Incidents

The inclusion of the category "Other" reflects the occurrence of hard to classify incidents.

There are 7 types of violence, as follows:

1. Assault with a Weapon
2. Assault without a Weapon
3. Battery
4. Possession of a Weapon
5. Robbery/Extortion
6. Sex Offense
7. Other/Multiple Violence Category Incidents

There are 7 types of substance abuse, as follows:

1. Use-Alcohol
2. Use-Marijuana
3. Use-Other
4. Trafficking/Possession - Alcohol
5. Trafficking/Possession - Marijuana
6. Trafficking/Possession - Other
7. Multiple Substance Abuse - Incidents

Finally, there is a listing for Multiple-Category incidents. These are incidents which can include elements of one or more of the above categories. For example, an incident might occur in which vandalism and substance abuse are both present.

FINDINGS

This section is based on data provided by New Jersey school districts reporting the frequency and kinds of incidents of violence, vandalism, and substance abuse in all New Jersey public schools for the 1988-89 school year.

All Incidents

For the 1988-89 school year, New Jersey schools reported a total of 21,027 incidents, a 5 percent reduction from the previous year's total of 22,173.

As in all previous recorded years, incidents of vandalism are more numerous than incidents of violence and substance abuse, accounting for 52 percent of the total of all incidents. Incidents of violence are second in frequency, and incidents of substance abuse are third. Multiple category incidents, involving any combination of the three major categories, are the least frequent (Tables 1 and 2).

Vandalism

Vandalism was the most prevalent form of disruption in New Jersey public schools during the 1988-89 school year. There were 11,019 recorded incidents of vandalism, nine incidents fewer than last year's reported total.

Of the eight types of vandalism reported, the most frequently occurring were the 5,255 incidents of property damage, accounting for 48 percent of the total. Second in frequency were 1774 thefts, accounting for 16 percent of the total. Trespassing, fireworks and breaking and entering offenses counted for another 28 percent of the total incidents reported in this category.

Cost of Vandalism

As part of their annual reports on disruption in the schools, New Jersey school districts provide an estimate of the cost of vandalism for the year (Table 3). The total reported cost of acts of vandalism in the schools of New Jersey for the 1988-89 school year was $2,504,650. This was $83,943 less than last year's reported cost of vandalism. Since costs are not reported by type of incident, it is not practical to determine a per incident cost.

Violence

Violence was the second largest category of events, with 7,274 recorded incidents, a ten percent reduction from last year's total. There were 2,839 assaults, the largest number of incidents reported in this category, accounting for 39 percent of the total. Of these, 170 were assaults committed with a weapon. Incidents of battery were next most frequently reported, with 2,180 occurrences. Sex offenses were the least frequent, with 56 occurrences, down 28 percent from the 78 recorded last year.

Substance Abuse

This is the third category of events reported by schools. As in all previous years, it is the least frequently occurring of the major types of in-school disruption. This year there were 1,773 events of substance abuse by students. This represents a 25 percent decrease from last year's total of 2,370.

The most frequent kind of in-school substance abuse was use of alcohol with 621 occurrences. This was about the same as the previous school year. Second was use of marijuana with 409 events. This was a significant drop from the 593 such instances reported last year.

Possession of and trafficking in alcohol and drugs are also recorded. This year, possession and trafficking happened slightly more often with substances other than alcohol or marijuana. There were 142 recorded other-substance events as compared with 106 related to alcohol and 137 for marijuana.

Five-Year Trends

The data reported by school districts annually to the Department of Education as required by law (Appendix A) were analyzed for five years. The number of incidents peaked in 1985-86 and has declined to a total of 22,167 for 1988-89 which is close to the base year total of 22,182 reported in 1984-85.

Over this five-year period, violence has escalated from the base year figure of 5,079 to the current year figure of 7,274. Vandalism was higher in the base year with 12,710 incidents as compared with 11,019 events 1988-89. Substance abuse has also declined over the five-year period, with a base year figure of 2,835 incidents as compared with 1,773 for this year. This represents a 37 percent decrease in substance abuse incidents, a promising trend which is consistent with the decline in self-reported use of illicit drugs by New Jersey high school students.

School District Responses

In responding to disruption, school districts have several options including routine discipline, suspension from school, reports to police, parental contact, and, in extreme cases, expulsion. School districts report all such actions taken as part of the system on which this report is based. This year there were a total of 27,063 such actions, about the same as last year's total (Table 5). The most frequent action by school districts in confronting disruption was suspensions from school; 10,855 such actions were reported, accounting for 40 percent of the total.

Routine school discipline was the second most frequent response to school disruption, with 7,441 such actions taken. Referrals to police was third with 4,955. There were 74 reported recommendations for expulsion from school as a result of disruption.

Measures Taken to Improve Reliability of Reporting

Questions about the reliability of some school district violence and vandalism incident reports have been raised due to the differences in the numbers of reported incidents between counties when compared with the county student populations. Both underreporting and overreporting appear to be taking place, as noted in the Commissioner's report for 1987-88.

In an effort to further analyze the problem and improve the reliability of the report, the following steps have been taken or are planned:

- A meeting was held with all county superintendents of schools to discuss current reporting procedures and the need to increase reliability of the data.
- A plan for providing technical assistance to districts with identified reporting problems will be implemented by June, 1990.
- Training of representatives from the offices of the county superintendents of schools will be completed by August, 1990.
- The purpose and procedures of the violence and vandalism reporting system will be reviewed at annual county roundtable meetings of chief school administrators beginning in September, 1990.
- Training of building principals will be conducted on a county-by-county basis September through October, 1990.

A review of the success of these measures will be completed following compilation of report data from the 1990-91 school year in August, 1991.

Table 1. Incidents by County, 1988-89

County	Vandalism	Violence	Substance Abuse	Multiple	Total
Atlantic	157	258	116	9	540
Bergen	1515	302	108	9	1934
Burlington	286	251	170	27	734
Camden	699	257	85	2	1043
Cape May	46	85	24	1	156
Cumberland	100	179	45	4	328
Essex	2077	718	158	6	2959
Gloucester	368	350	76	8	802
Hunterdon	530	295	163	21	1009
Hudson	125	57	21	0	203
Mercer	1258	2368	77	839	4542
Middlesex	548	251	101	17	917
Monmouth	553	310	132	5	1000
Morris	575	185	65	3	828
Ocean	601	568	183	0	1352
Passaic	326	214	45	4	589
Salem	106	25	12	2	145
Somerset	336	92	59	2	489
Sussex	168	183	48	0	399
Union	541	307	73	2	923
Warren	104	19	12	0	135
Totals	11,019	7,274	1,773	961	21,027

Table 2. Incidents by Type, 1988-1989

Type	No.
Vandalism	
Arson	239
Bomb Offense	144
Breaking and Entering	992
Property Damage	5255
Fireworks	1061
Theft/Larceny	1774
Trespassing	1043
Multiple Category	511
Violence	
Assault with Weapon	170
Assault without Weapon	2669
Battery	2180
Possession of Weapon	378
Robbery/Extortion	123
Sex Offense	57
Multiple Category	1697
Substance Abuse	
Use-Alcohol	621
Use-Marijuana	409
Use-Other	223
Traffic/Possess Alcohol	106
Traffic/Possess Marijuana	137
Traffic/Possess Other	142
Multiple Substance	135
Multiple Category Incidents	961
Grant Total	21,027

Table 3. Incident Trends 1984-1989

Type	Y84-85 1	Y85-86 2	Y86-87 3	Y87-88 4	Y88-89 5
Vandalism	12710	13087	13079	11128	11019
Violence	5079	7981	7808	8053	7274
Substance	2835	3563	2417	2370	1773
Multiple	1558	474	321	616	961
Total	22,182	25,105	23,625	22,173	21,027

Figure 1. Five-Year Trends

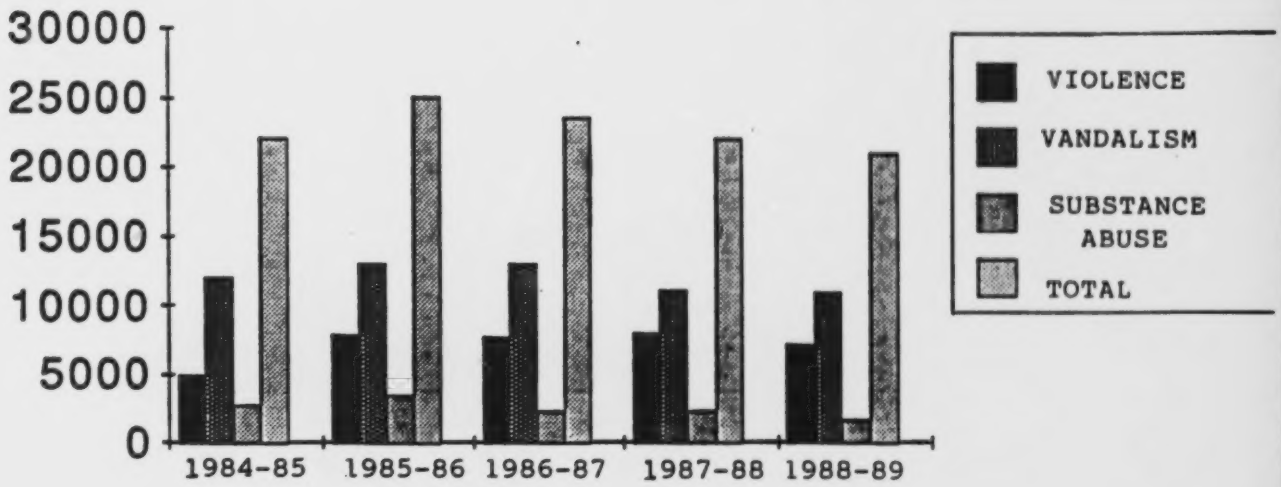

Table 4. Estimated Cost of Vandalism, 1988-89

County	Estimated Cost
Atlantic	$ 77,220
Bergen	288,166
Burlington	69,301
Camden	120,561
Cape May	7,088
Cumberland	52,095
Essex	458,667
Gloucester	125,456
Hudson	106,112
Hunterdon	17,471
Mercer	170,835
Middlesex	151,298
Monmouth	344,916
Morris	87,519
Ocean	69,115
Passaic	74,755
Salem	16,113
Somerset	93,422
Sussex	29,761
Union	129,689
Warren	15,090
Total	$2,504,650

Table 5. Actions Taken by School Districts, 1988-89.

	Police	Expel	Suspend	Discipline	Other	None
Atlantic	143	10	380	76	32	15
Bergen	372	4	895	240	165	223
Burlington	218	3	229	72	0	47
Camden	318	0	325	140	66	222
Cape May	43	1	72	13	4	0
Cumberland	99	1	404	137	63	15
Essex	655	29	1075	30	589	148
Gloucester	117	2	265	169	83	49
Hudson	363	3	96	90	32	15
Hunterdon	80	1	80	50	23	16
Mercer	956	3	3949	5046	200	118
Middlesex	228	4	332	67	131	173
Monmouth	191	1	665	696	102	78
Morris	233	0	242	62	130	211
Ocean	207	1	795	208	146	48
Passaic	177	0	300	27	50	92
Salem	41	0	23	47	0	36
Somerset	165	3	129	25	28	58
Sussex	52	0	193	138	41	12
Union	261	8	339	46	45	176
Warren	36	0	67	62	3	53
Total	4,955	74	10,855	7,441	1,933	1,805

DEPARTMENT RESPONSE

The New Jersey State Department of Education has studied the effects of violence and vandalism for several years, and this report has become an essential barometer in determining current and future department initiatives. Programs established in response to this report include: Grant Program to Reduce Student Disruption in Schools; Substance Abuse Prevention; the New Jersey Project on Student Expectations; AIDS Prevention Education; Classroom Management and Student Development; Teenage Pregnancy Prevention; and Adolescent Suicide Prevention.

In the Division of General Academic Education, the Bureau of Student Behavior and Development develops programs and products, such as research monographs, curriculum and educational program guidebooks, and publications, about successful programs and practices that facilitate and influence positive student development, behavior, and achievement. Each program is evaluated by staff who collect and analyze data for the purpose of recommending future planning and direction for the bureau. In fulfilling the bureau's mission, staff look to the physical and social well-being of students and the successful completion of their elementary and secondary school education program. The following describes current efforts.

Alternative Education Programs

Under the department's Urban Initiative, pilot districts worked closely with the department to develop model programs. In addition to the intensive work with the three school districts that participated in the Urban Initiative's concentrated "Operation School Renewal" project, the department worked with other school districts to reduce disruptive behavior in the classroom and substance abuse in the schools.

In June of 1985, the department established A Grant Program to Reduce Student Disruption in Schools to focus on those students whose disruption was serious enough to warrant removal from the school for varying lengths of time. Under this program, six projects received $2 million dollars from the department during 1986 and 1987 to remove chronically disruptive youth from the regular school program where they interfered with schooling and provide them with an opportunity to continue education in alternate settings, thereby enabling them to learn more responsible behavior, as well as the competencies they need to lead productive lives.

The purpose of the grant program was threefold:

- to provide resources for school districts to develop and implement alternative school programs for chronically disruptive students;
- to identify models from among the funded programs; and
- to make such models available to other districts throughout the state as part of New Jersey's continuing efforts to reduce school disruption.

The two-year program development phase was completed in June, 1988. Results of the program are reported in A Grant Program to Reduce Student Disruption in Schools: Evaluation Reports, published in April, 1989.

Since these programs have had a remarkable impact on reducing student disruption in schools and providing alternative learning opportunities for the chronically disruptive student, the department provided for the dissemination of information and technical assistance to school districts concerned about programs for the chronically disruptive student during the 1988-89 school year. As a result of the success of the initial alternative school grant projects, the department also has initiated a second phase of the program. The new initiative, known as Project P.A.S.S.: Promoting Alternative School Success, has offered planning grants to five urban district for the 1989-90 school year, with an implementation phase planned for the subsequent two years.

Substance Abuse Prevention and Intervention

The department has launched an intensive drug and alcohol education effort to prevent drug and alcohol abuse. For more than ten years, the department has worked with the New Jersey State Department of Health under a cooperative agreement to develop school-based strategies to deal with the problems of drug and alcohol abuse.

The following is a listing of several current projects that demonstrate the department's commitment to prevent substance abuse thrcughout all the schools in New Jersey:

- A drug and alcohol education specialist has been assigned to each of the three regional curriculum services units (RCSUs). The specialists provide curriculum and program assistance to about 90 districts per year and train about 1,000 staff each year.

- The Drug and Alcohol Abuse Prevention and Intervention Plan was adopted by the State Board of Education in 1987 to facilitate local school district compliance with relevant state requirements and to set an agenda for program development.

- The Governor's Cabinet Working Group was established to make recommendations for and supervise implementation of the Blueprint for a Drug-Free New Jersey, announced in 1986. The Department of Education actively participated in the deliberations of the Working Group in order for state government to deliver a comprehensive and coordinated effort to prevent substance abuse by school-age children. In March, 1989, Governor Kean signed a law creating a permanent agency to plan and coordinate state government response to this problem, the Governor's Council on Alcoholism and Drug Abuse. The Department of Education is represented on the Council and two of its working committees.

- Two statutes enacted in 1987 (S1137 et al. and S2947 et al.) refine existing drug and alcohol school district mandates and establish

the basis for a number of specific initiatives indicated below in support of the Cabinet Working Group's recommendations.

- The Drug-Free Schools and Communities Act of 1986 appropriates $3.2 million in federal funds for state and local district drug and alcohol prevention activities. FY 88 resources were made available for local districts during the 1988-89 school year, and Congress has authorized similar funding levels for FY 1989.

- Using federal and state appropriations, the Department of Education initiated two grant programs to aid local districts. The Chemical Health Curriculum Development Grant Program (a one-year $1 million program) and Substance Abuse Coordinator Grant Program (a three-year program with first-year funding of $2.7 million) were announced in Fall, 1987, for a Spring, 1988, start-up. A third, two-year grant program to develop elementary school intervention models in ten school districts ($225,000) was announced in April, 1988.

- New Chemical Health Education Guidelines were developed by the Department of Education in 1987 to help ensure that local districts have up-to-date information, resource materials, and guidance in preparing their drug and alcohol instructional programs.

- Pilot district initiative -- Pilot projects offering prevention and intervention programs involving 27 school districts completed three years of planning and program implementation in 1987. The staff of these pilot districts also had additional resources available to them through the special courses offered by the Division of Alcohol, Narcotics, and Drug Abuse of the Department of Health.

- Student Assistance Program Core Team Training has been offered to school districts with secondary grades since 1986. The building level core teams are trained to help identify, assess, and refer students with drug and alcohol problems. Throughout the 1988-89 school year, 78 school district teams have been trained.

- New administrative code was developed by the Department of Education and adopted by the State Board of Education in 1986 to guide local boards of education in their development of policies and procedures regarding alcohol and drug-related programs in the school setting. A special monitoring procedure was used to ensure local district compliance with the new code. All operating school districts were in compliance with the code by February, 1988. These regulations were updated, and the revised version adopted by the State Board in 1989.

- New administrative code has been developed by the Department of Education in cooperation with the Department of Law and Public Safety to guide local boards of education in their adoption of policies and procedures when cooperating with law enforcement drug operations and activities in or near schools. The State Board of Education adopted the Enforcement of Drug Free School Zones regulations in June, 1989.

Through this approach of information, training, and pilot programs, the department anticipates that the self-reported prevalence of alcohol and other drug use by New Jersey school pupils will continue to show a gradual reduction. In the last six years, regular use of marijuana by New Jersey high school students has been cut by 63 percent, and over the five-year period covered by this report, there has been a 37 percent reduction in reported substance abuse related incidents. In addition, pilot programs are being established to replicate the successful programs in other districts, and students with drug and alcohol-related problems will be identified and receive appropriate care.

Students At Risk and Dropouts

A growing number of students have been identified as being at risk of failing or dropping out of school. The department is concerned about the unique problems of this group and has intensified its study of programs that can increase academic progress, create more positive behavioral attitudes among this population, and improve the holding power of schools.

The department's response to this issue is to provide leadership through new initiatives and programs for special populations of youth included under the broad "umbrella" terms of disaffected and at-risk. New Jersey, through State Board action, has established the following grant programs and mandates:

- New Jersey Project on Suicide Prevention provides three pilot programs involving six school districts with training and technical assistance on school-based suicide preventive programs. In 1985, the state legislature appropriated $300,000 for three years to the Department of Human Services to help educators and community mental health service providers establish crisis intervention and prevention programs. The department allocated an additional $31,000 in 1988 and $15,000 in 1989 to continue support services for those districts requesting assistance through the 1988-89 school year. A new publication of the Governor's Advisory Council on Youth Suicide Prevention (on which the department is represented) entitled Youth Suicide Prevention: Meeting the Challenge in New Jersey Schools was disseminated by the Department of Education to all school districts in 1989.

- Family Life Education (FLE) is an educational mandate for students in grades K-12. Department activities related to family life education include programs in child abuse and neglect and adolescent pregnancy. Adopted by the New Jersey State Board of Education in 1980 and re-adopted in 1985, the FLE requires the teaching of interpersonal relations, human sexuality and development, decision making, and family life.

- High School Proficiency Test (HSPT) Summer Assistance Programs provide $2.0 million in funding for summer pilot remedial programs for urban students who failed the first administration of the test; support the development of comprehensive remedial plans for all students who did not pass the test; and provide grants to support 22

urban and county vocational school districts with poor test performances. The effort was initiated in 1985 and continues through 1989.

- Child Abuse and Neglect has been addressed by the department in a variety of ways. The State Board of Education adopted code on March 1, 1989, requiring school districts to develop uniform policies and procedures for reporting allegations of child abuse and neglect. A model affiliation agreement to be used by school districts and local offices of the Division of Youth and Family Services (DYFS) was developed jointly by the department and DYFS. It was published in Child Abuse and Neglect: A Professional's Guide to Identification, Reporting, Investigation and Treatment, which was developed by the Governor's Task Force on Child Abuse and Neglect. The department is represented on this task force.

  To assist school districts with including child abuse and neglect instruction in their curriculum, the department developed a bibliography of resources and disseminated it to all school districts.

- Urban Dropouts Project supported 12 drop-out project sites in urban centers during 1988-89. In addition to providing instruction to prepare teenagers for the General Equivalency Diploma (GED), these programs offer personal and career counseling for urban dropouts. Some programs offer employment and job training opportunities.

- School-Based Youth Services initiative is an effort sponsored by the New Jersey Department of Human Services in cooperation with the Department of Education to address the problems of drug and alcohol abuse, suicide, teenage pregnancy, welfare dependency, family instability, and mental illness. Six million dollars was appropriated to establish this grant program. Competitive grants are made annually to 29 school districts in the amount of $250,000 each to develop effective programs.

The Department of Education has developed initiatives at the direction of Governor Kean to address critical issues through the following projects:

- Partners in Learning has identified successful model parent involvement programs and is providing special assistance through a grant program to 30 schools as they implement effective parent involvement programs. The two-year grant program began in April, 1989.

- 10,000 Graduates...10,000 Jobs is designed to place 10,000 urban high school graduates in entry-level jobs by 1992. This program offers an incentive for urban students to complete high school and provides New Jersey's businesses and industries with the well-prepared graduates they need.

Two new initiatives from the Governor that the Department of Education is implementing are as follows:

- Developing Character and Values in New Jersey School Students through an advisory council established by the department, has defined a set of common core values essential to our society: civic responsibility, respect for the natural environment, respect for others, and respect for self. The State Board of Education adopted a resolution recommending that each district board of education establish a citizen's advisory group to develop a plan for implementation of core values in their local communities. A statewide conference, training for local districts, and the identification of effective programs in New Jersey schools are the next activities planned to advance the character and values initiative.

- Prekindergarten for Urban Children in New Jersey has identified the Newark, Jersey City, and East Orange school districts as pilots to provide academic, health, counseling, and infant care services for three- to four-year-old children and their parents. The department is cooperating with the Department of Human Services to implement this five-year grant program.

Effective Schools

During the 1986-87 school year, 17 schools were funded by the Effective Demonstration Schools Grant Program. These schools, diverse in their student population, size, and geographic setting, are participating in a three-year improvement program with the hope of becoming models for others throughout the state. Critical to their success has been the collaborative planning engaged in by teams of teachers and parents in each building.

All sites are reported to be meeting self-established timelines and target dates outlined in program plans. All participating schools have also increased their skills in collegial planning for school improvement. Teams are becoming better able to uncover and explore problems that are under the control of the school and to propose and implement solutions to those problems. All schools agree that school improvement focuses on improved student achievement.

City Schools of Excellence

This new department initiative expands on what has been learned from previous district and school improvement efforts. Fifty school sites have been selected to receive assistance for this two-year grant program that began in the 1989-90 school year. Selected schools demonstrated a need for improvement and a willingness and ability to change. Assistance and grants are being provided based on a contract for improvement activities.

New Jersey Project on Student Expectations

The New Jersey Project on Student Expectations has become the focal point of several local district initiatives to develop positive student behavior. Local boards of education have passed resolutions to adapt the eight

statements of student expectations to meet their needs. In some districts, the statements are displayed on bulletin boards and in classrooms and are printed and distributed on student cards. Letters have gone to parents, encouraging their participation in preparing their children to live up to these expectations.

The department has developed three products in connection with this initiative: (1) an informational packet of printed materials that includes a poster and student card listing eight student expectations (see Appendix G for a list of these expectations); (2) a booklet, Identifying and Fostering Positive Student Behavior; and (3) a final survey report that includes local district project descriptions. These materials are intended for local districts or schools to use to develop student expectations as a means of improving student behavior and school achievement.

The survey, conducted in January, 1987, was designed to examine the use of project materials in New Jersey schools. Survey questionnaires were sent to all New Jersey schools and school district offices. There were 580 completed forms for analysis. Of these, 366 or 63 percent indicated that they had engaged in project activity. These 366 returns were from schools or central offices in 344 separate New Jersey school districts.

In summary, outcomes of the project to date include:

- Approximately 60 percent of the respondents, or 219 schools, used the materials to develop a list of student expectations and incorporated the materials into classroom instruction.
- Among the outcomes of the project reported, 117 schools achieved improved student behavior and 141 achieved improved school climate.
- The materials were used both by teachers (62.3 percent) and by students (48.6 percent).
- The materials were rated from good to excellent by 73.7 percent of all respondents to the survey.

Publications

The New Jersey State Department of Education has developed a number of publications to assist administrators and teachers in their work to improve student behavior. These publications address the behavioral issues and problems which educators may experience in their schools. In these publications, well-documented theories, research, programs, and practices are discussed in necessary detail for their application in schools and classrooms.

A copy of each publication is generally distributed to a district's chief school administrator. Copies also are distributed through training activities that usually are offered through the department's three regional curriculum services units (RCSUs). The RCSUs now provide some of the best resources for identifying successful school programs. (See Appendix E).

Copies of the publications may also be purchased from the Office of Forms and Publications, New Jersey State Department of Education, CN 500, 225 West State Street, Trenton, New Jersey 08625.

A list of the recent documents and their dates of publication is provided in Appendix F.

RECOMMENDATIONS

The Department of Education has studied the problems of violence and vandalism and drug and alcohol prevention for the past several years. Although there is no single cause for the myriad problems of violence and vandalism in the school community, the department, based on its study, establishes the following general recommendations for review by local districts:

1. School Practice

Schools are not solely responsible for the problems of violence and vandalism. Other elements of the community share responsibility on both ends of the continuum from identifying causes of problem behavior to providing prevention and treatment.

The department recommends the effective schools approach to engage teachers and parents as partners in learning, as well as in looking at school improvement.

It is strongly recommended that school districts create a climate of full participation and cooperation with all elements of the community, particularly community-based mental health and substance abuse treatment centers. This can improve methods for identifying and dealing with problem behavior.

2. Interagency Activities

The department also strongly urges that local school officials work cooperatively with law enforcement agencies and family court authorities to develop specific plans to reduce violence and vandalism, as well as drug and alcohol abuse. Development of county-level task forces can be used successfully to deal with the problems from a broader base of knowledge, information, and experience. Local districts are encouraged to contact their local and county agencies for support in dealing with violence and vandalism, as well as drug and alcohol abuse.

3. Communication Across the Community

The more informed the school community is about school problems and the steps the school district is taking to eliminate them, the better the probability of success. The department recommends orientation programs that inform staff, parents, and other community residents about the nature and scope of the violence, vandalism, and drug and alcohol problems. These programs should lead to the development of a community-wide plan and action to reduce the problem.

4. Co-Curricular Activities

No discussion on the development of self-esteem through curricular activities can ignore the need for co-curricular and extracurricular activities. Such activities often speak directly to those attributes of the individual pupil that may not be addressed elsewhere in the school program. Opportunities for acceptance and recognition many times can be found by pupils through participation in co-curricular and extracurricular activities. Since these activities can contribute greatly to the pupil's development of self-worth, it is recommended that curriculum needs assessment and evaluations be broadly conceived to address co-curricular and extracurricular activities of the school program.

5. District Discipline Policy

Although discipline may seem contrary to the notion of developing self-esteem and self-worth, it is nonetheless necessary and essential to the development of a good self-image by pupils. It is essential for the individual pupil to recognize that his or her behavior contributes to the total safety and well-being of the entire school.

The department recommends, therefore, that district boards of education develop discipline policies that, on the one hand, protect students and teachers from disruptive behavior by the judicious use of appropriate measures, and yet, on the other hand, promote pride and respect for one another and one another's property. A discipline policy must hold students accountable, but it must not be oppressive to the extent that it constrains and unfairly punishes them. A good discipline policy contributes to positive feelings of self-worth and a high state of school morale.

Closely associated with a good discipline policy is the need for a well-defined written policy on student rights and responsibilities. The department recommends that any such policy be developed using the broadest possible base of participants, including students, parents, teachers, and administrators. (See Appendix G).

6. Prevention Plan

The basic unit of data is the incident report. The department recommends that the data be analyzed at the local level for type, frequency, and time of incidents so that an effective prevention plan may be developed to reduce violence and vandalism and substance abuse at the district level.

APPENDIX A

Public School Safety Law
(Effective October 28, 1982)

An Act concerning education, requiring the commissioner to monitor the incidence of violence in the public schools, supplementing Title 18A of the New Jersey Statutes and repealing P.L. 1978, c. 183 (C. 18A:4-29.1 et seq). L. 1982, C. 163.

18A:17-46. Act of violence; report by school employee; notice of action taken; annual report

Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the district superintendent.

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Annually, at a public meeting, the superintendent of schools shall report to the board of education all acts of violence and vandalism.

18A:17-47. Discharge, or discrimination against school employee who files report

It shall be unlawful for any board of education to discharge or in any manner discriminate against a school employee as to his employment because the employee had filed a report pursuant to section 1 of this act. Any employee discriminated against shall be restored to his employment and shall be compensated by the board of education for any loss of wages arising out of the discrimination; provided, however, if the employee shall cease to be qualified to perform the duties of his employment he shall not be entitled to restoration and compensation.

18A:17-48. Annual report to legislature

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

APPENDIX B

Forms for Reporting

MISM010050689

VANDALISM, VIOLENCE AND SUBSTANCE ABUSE INCIDENT REPORT

SCHOOL _____ DISTRICT _____

PLEASE COMPLETE EVERY SECTION AND CHECK AS MANY ENTRIES AS APPROPRIATE

I. Where and When Incident Took Place

A. Location Inside School Facility

1. __ Cafeteria 2. __ Classroom 3. __ Corridor 4. __ Gymnasium 5. __ Lavatory 6. __ Stairwell 7. __ Other location inside school

B. Location Outside School Facility

1. __ On district owned or contracted school bus. 2. __ On public conveyance 3. __ On way to or from school (car or walking)
4. __ Outside school but on school grounds 5. __ Outside school but involved with school related activity.

C. Time and Date of Incident

1. Approximate Time _____ AM PM (Circle) __ Unknown (check)
a __ After school hours b __ Before school hours c __ During school hours d __ Weekend or vacation
2. Date of Incident _____

II. Description and Cost of Vandalism

A. Vandalism Description (check all that apply)

1. __ Glass breakage 2. __ Defacing property 3. __ Destruction of property 4. __ Other (describe) _____

B. Cost of Vandalism (estimate to the best of your ability)

III. Type of Incident (Check all that apply)

Vandalism

Arson
1. __ Attempted 2. __ Committed
3. __ False alarm

Bomb Offense
1. __ Attempted 2. __ Committed
3. __ False alarm

Breaking and Entering
1. __ Attempted 2. __ Committed

Damage to Property (indicate type of property)
1. __ Motor Vehicle 2. __ Personal 3. __ School

Firework Offense
1. __ Attempted 2. __ Committed
3. __ Possession

Theft/Larceny
1. __ Attempted 2. __ Committed

Trespassing
1. __ Onto school property 2. __ Into school

Other Vandalism Offense (describe)
1. __ Attempted _____
2. __ Committed _____

Violence

Assault with a Weapon
1. __ Attempted 2. __ Committed

Assault without a Weapon
1. __ Attempted 2. __ Committed

Battery
1. __ Fight
2. __ Group conflict (gang fight)

Possession of a Weapon
1. __ Chain 2. __ Gun 3. __ Knife
4. Other (specify below)

Robbery/Extortion
1. __ Attempted 2. __ Committed
3. __ Other (specify below)

Sex Offense
1. __ Attempted 2. __ Committed

Other Violence Offense (describe)
1. __ Attempted _____
2. __ Committed _____

Substance Abuse

Use of
- Alcohol _____
- Marijuana _____
- Other _____

Trafficking/Possession of
- Alcohol _____
- Marijuana _____
- Other _____

Multiple Substance Abuse Incidents _____

(In this space, please specify all above categories checked as "other.")

IV. Description of Perpetrator(s) and Victim(s)

A. Position, Sex and Age of Perpetrator(s)

1. __ Staff 2. __ Student 3. __ Other (specify) _____
2. __ Male(s) Age(s) _____
3. __ Female(s) Age(s) _____

B. Position, Sex and Age of Victim(s)

1. __ Staff 2. __ Student 3. __ Other (specify) _____
2. __ Male(s) Age(s) _____
3. __ Female(s) Age(s) _____

V. Physical Injury to Perpetrator(s) and/or Victim(s)

A. Injury to Perpetrator(s)

1. __ Yes (describe) _____
2. __ No

B. Injury to Victim(s)

1. __ Yes (describe) _____
2. __ No

30

VI. Person Completing this Form (school employee only)

MISM010040691

ANNUAL REPORT OF VANDALISM, VIOLENCE AND SUBSTANCE ABUSE 1988-89 SCHOOL YEAR

PURPOSE: To annually provide the Commissioner of Education with data to monitor the incidence of vandalism, violence and substance abuse in the public schools pursuant to N.J.S.A. 18A:17-46 to 18A:17-48.

INSTRUCTIONS

1. Enter the aggregate of reportable offenses by type as reported in individual incident reports(M010040691)filed between July 1 and June 30 of the school year.
2. Enter "None" on line for Total Incidents, if no incidents were reported.
3. File this report with the county superintendent of schools by August 15.

COUNTY _____ ☐☐ DISTRICT _____ ☐☐☐☐

I TYPE OF INCIDENT	Number of Reported Incidents
Vandalism	
1. Arson	
2. Bomb Offense	
3. Breaking and Entering	
4. Damage to Property	
5. Firework Offense	
6. Theft/Larceny	
7. Trespassing	
8. Other/Multiple Vandalism Category Incidents	
Violence	
1. Assault With a Weapon	
2. Assault Without a Weapon	
3. Battery	
4. Possession of a Weapon	
5. Robbery/Extortion	
6. Sex Offense	
7. Other/Multiple Violence Category Incidents	
Substance Abuse	
1. Use—Alcohol	
2. Use—Marijuana	
3. Use—Other	
4. Trafficking/Possession—Alcohol	
5. Trafficking/Possession—Marijuana	
6. Trafficking/Possession—Other	
7. Multiple Substance Abuse—Incidents	
Multiple Categories Incidents involving more than one type of category (Vandalism, Violence, or Substance Abuse)	
Total Incidents	
II TOTAL ESTIMATED COST OF VANDALISM	$
III ACTION TAKEN	**Number of Actions Taken**
1. Complaint Filed with Police	
2. School Expulsion	
3. School Suspension	
4. School Discipline	
5. Other (Specify) _____	
6. No Action Taken	

Signature of Chief School Administrator _____ Date _____

WHITE—COUNTY SUPERINTENDENT'S COPY CANARY—DISTRICT BOARD OF EDUCATION'S COPY
PINK—CHIEF SCHOOL ADMINISTRATOR'S COPY

APPENDIX C

Annual Report of Vandalism, Violence, and Substance Abuse Reporting Instructions

1. Individuals shall fill out the incident report form published by the New Jersey State Department of Education to report an incident of vandalism, violence, and substance abuse.

2. The individual making the report shall sign the report, retain his or her copy, and forward the remaining copies to the district chief school administrator via the building principal.

3. The Annual Report of Vandalism, Violence, and Substance Abuse signed by the chief school administrator of the district shall be forwarded no later than August 15, to the Office of County Superintendent of Schools on the form published by the Department of Education. If no incidents were reported in the district, the annual report must still be filed indicating no incidents to report.

4. The annual report shall be an aggregate of the individual incident reports submitted to the chief school administrator between July 1 and June 30 of the school year.

5. The chief school administrator shall annually, at a public meeting, make a report to the district board of education regarding the incidence of vandalism, violence, and substance abuse reported in the district.

APPENDIX D

Definitions

ARSON	Setting fire to someone's personal property or a building.
ASSAULT	Any placing of another in fear by threat of physical violence or physical violence itself.
ASSAULT WITH A WEAPON	An attempt to physically attack or hurt an individual by employing a weapon, i.e., gun, knife, etc.
ATTEMPT	An effort or endeavor to accomplish a crime amounting to more than a mere preparation or planning for it.
BATTERY	An unlawful beating or other wrongful physical violence or constraint inflicted on a person(s) without his/her consent.
BOMB OFFENSE	Use of an explosive device, generally electrically fused or self-fusing. Most commonly, greater in size than a "firework" (see definition), and usually encased in wax substance, fabric, or metal canister or container. Also a combination of two or more fireworks detonated simultaneously and equaling or exceeding the explosive power of one-eighth of a stick of dynamite, i.e., two M-80's, four Cherry Bombs, etc.
BREAKING AND ENTERING	Deliberately removing an obstacle to an entrance followed by entry to a structure controlled/owned by another.
COMMIT	To perpetrate as a crime; to perform as an act.
FIREWORKS	A self-fusing explosive device, no greater in size than two inches and commercially sold as a "firework."
PERPETRATOR	Any person(s) involved in the deliberate commission and/or actual carrying out of a crime, such as planning and/or committing an act of violence or vandalism.
POSSESSION OF A WEAPON	To have on one's person an instrument which can be used to cause physical injury, harm, or destruction to another person or property.
PROPERTY DAMAGE	The wanton, deliberate, and/or malicious destruction or defacement of school property, rendering it inoperable, unusable, or seriously unsightly and thereby causing an economic loss to the school district.
ROBBERY/ EXTORTION	The act of taking another's property, in his/her presence, and by the use of violence or threats.
SCHOOL PROPERTY	Any facilities, materials, or grounds owned or leased by the school district.

SEX OFFENSE	Subjecting another to sexual contact or exposure without consent.
SUBSTANCE ABUSE	Using or having on one's person any of the prohibited drug substances. This includes violations of state and local laws regarding the possession, sale, and use of narcotics and alcohol.
THEFT/LARCENY	The unlawful taking of another's property without his/her consent.
TRESPASSING	Unlawful entrance, without permission, onto the property of another.

APPENDIX E

Directory of Regional Curriculum Services Units

RCSU-North:
240 South Harrison Street
East Orange, New Jersey 07018
(201) 266-8660
Director: Robert Osak

Region served: Counties of Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren

Regional Coordinating County Superintendent: Bernard J. Andrews
Sussex County
(201) 579-6996

RCSU-Central:
200 Old Matawan Road
Old Bridge, New Jersey 08857
(201) 390-6030
Director: Catherine Snyder

Region served: Counties of Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset, and Union

Regional Coordinating County Superintendent: Virginia Brinson
Middlesex County
(201) 390-6000

RCSU-South:
Tanyard and Salina Roads
R.R. 4
Box 184-D
Sewell, New Jersey 08080
(609) 629-3133
Director: Charles Ivory

Region served: Counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem

Regional Coordinating County Superintendent: Peter Contini
Gloucester County
(609) 468-6500

APPENDIX F

List of Department Publications

- **Identifying and Fostering Positive Student Behavior** (December 1985) - a research monograph designed to help school personnel reach agreement with parents and students on the nature of student roles and responsibilities in school and the behavior which is necessary for learning.

- **Student Codes of Conduct: A Guide to Policy Review and Code Development** (September 1985) - a guidebook to help school districts develop and implement clear and fair codes of conduct and to develop policies for student rights and responsibilities. It encourages districts to update their policies and, if necessary, to make them more stringent so that the rules that govern the behavior of students, as well as the responsibilities of the staff and parents for enforcing these rules, are clear to all.

- **A Manual for the Development of Classroom Management Skills** (July 1985) - a resource guide to assist school districts in improving classroom management and in reducing disruptive student behavior. The manual allows users to match identified areas of need with strategies for meeting those needs. The models presented have been field-tested in schools and found to be effective. They are based on research which demonstrates that well-managed classrooms provide students with fewer opportunities for disruption.

- **Classroom Motivation: Helping Students Want to Learn and Achieve in School** (April, 1986) - a resource guide for teachers, summarizing the research, describing effective programs and practices, and offering principles for improving student academic motivation in classrooms.

- **Child Abuse and Neglect: A Bibliography of Materials and Other Resources** (April, 1986) - a document intended to help school district administrative and educational staff enhance their child abuse prevention programs.

- **Help at Home for Learning in School** (October, 1986) - a handbook for parents, emphasizing the significance of family support for children's academic achievement and suggesting specific ways parents can assist in the improvement of achievement.

- **Alternative Education Programs for Disruptive Students** (1984) - a resource guide which summarizes the research and provides a conceptual framework for developing alternative educational programs for disruptive students. It describes program models that have been identified and considered effective with chronically disruptive students and provides a generic planning and implementation process.

- **Program Models for the Prevention, Intervention and Treatment of Student Substance Abuse** (1984) - a compendium which presents brief descriptions of curricula and programs recommended by national and state

experts on alcohol, drugs, and tobacco. It references model programs and New Jersey schools using these models.

- **Desk Reference Manual on Student Drug and Alcohol Use: A Comprehensive Planning Guide for School Administrators** (September 1985) - a manual which serves as a resource guide for school decision makers. Individual sections cover policy, legal considerations, curriculum, intervention approaches, training, and evaluation, all in a planning context.

- **Adolescent Suicide Awareness Training Manual** (1984) - a training manual to help school districts deal with the alarming rise of adolescent suicides. Several important topics are treated, including the impact of suicide on society, myths and facts about suicide, a statistical profile of adolescent suicide, early warning signs, and community resources, as well as intervention and follow-up with students who attempt suicide.

- **Family Life Education: Selected Programs and Practices in New Jersey Public Schools** (Winter, 1987) - a document which assists districts seeking to enhance or improve their programs. The manual provides general descriptions of curriculum models in place in New Jersey public schools and thus enables districts to identify programs similar to their own for advice and information.

- **AIDS: Instructional Guide for Teachers Grades 6 through 8** and **Aids: Instructional Guide for Teachers Grades 9 through 12** (Fall, 1987) - instructional guides for grades 6-8 and grades 9-12. These products result from the joint efforts of the New Jersey Department of Health, the New Jersey State Department of Education, and member organizations of the AIDS Educational Task Force of the New Jersey Department of Health. The guides contain factual information and a resource list providing a variety of supporting materials about AIDS for use by educators.

- **Grant Program to Reduce Student Disruption in Schools: Progress Report** (Fall, 1987) - a year-one progress report presented preliminary findings regarding the academic and personal growth of students enrolled in one of six alternative education programs. The specific data included across all projects relates to the number of credits earned and grades achieved, the passing rates for the HSPT, improvement in the school attendance rate, and reductions in the numbers of suspensions.

- **Grant Program to Reduce Student Disruption in Schools: Progress Report, 1987-88** (Winter, 1988)

  The year-two progress report presents findings similar to those reported in year one regarding the academic and personal growth of the students in each project. Data pertaining to the overall program success of each project are also included.

- **A Grant Program to Reduce Student Disruption in Schools: Evaluation Reports** (March, 1989) - a report containing the individual evaluation

reports prepared by each of the six project directors under the supervision of an external evaluation consultant, as well as an overall program evaluation report prepared by a New Jersey State Department of Education evaluator. Each of the evaluations follows the same basic design of comparing student performance prior to entering the program with student performance during enrollment in the program. These comparisons are often supplemented with additional information on the students at the time they left the program. The evaluation reports have much to offer both to those interested in a thorough description of each program and to those interested in some assessment of the effects of each program on students.

- **Effective Demonstration Schools Grant Program: Progress Report** (July, 1987) - a progress report for the first year of a three-year program concerning the progress of 17 schools funded by the effective schools demonstration grant program and including data on training and curriculum improvement activities.

For a more complete description of past department initiatives regarding discipline and student behavior, the reader is directed to the department's publication, Helping Educators Improve Student Behavior and Discipline (July, 1985).

APPENDIX G

State Board Resolutions

RESOLUTION

WHEREAS, the goal of a thorough and efficient education is to provide all children the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society; and

WHEREAS, the schools are unique institutions which offer students the opportunity for learning the shared values of a society and for fostering positive and productive behavior that will enable them to fulfill their own potential; and

WHEREAS, the board recognizes the need for the schools to promote an environment for positive student development and achievement that enhances learning and leads to success in schools; now, therefore, be it

RESOLVED, that the State Board of Education encourages each board of education to examine carefully and consider the application of the appended statements of expectations for student behavior, which were developed by an advisory panel representative of educators, parents, students, and legislators, and validated by 21 school districts and their educational communities, through a coordinated effort of the department and the New Jersey Principals and Supervisors Association, and to develop and adopt such a set of statements in accordance with local educational goals as a vital step toward enhancing positive student attitudes and creating an orderly school environment; and be it

FURTHER RESOLVED, that such statements be prominently displayed and distributed in an appropriate form to pupils, staff, and parents or guardians, and form the basis for implementing positive student development programs and activities in each school district.

September 4, 1985

_____
President, State Board of Education

_____
Secretary, State Board of Education

EXPECTATIONS FOR STUDENT BEHAVIOR

Students, parents, school administrators and boards of education all agree that positive student commitment and behavior are essential to effective learning. At the same time, student behavior is often a problem in our schools. We believe that it is important to help students realize that their own attitudes and acts are directly related to their school experience and that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of schools and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

Therefore, we, the students, parents, teachers, administrators and the board of education of this school district expect all students to fulfill the behavioral expectations of the school community, and to:

- Prepare themselves mentally and physically for the process of learning
- Demonstrate respect for people and property
- Take responsibility for their own behavior and learning
- Use time and other resources responsibly
- Share responsibilities when working as members of a group
- Meet the unique requirements of each class
- Monitor their own progress toward objectives
- Communicate with parents and school personnel about school-related matters

Adopted September 3, 1980

RESOLUTION

WHEREAS, the board recognizes the importance of an orderly school environment to promote learning and ensure the safety of students and staff, and

WHEREAS, an initial step toward more orderly schools is to make sure that the rules which govern the behavior of students and the staff and parental responsibilities in enforcing these rules are understood, and

WHEREAS, the State Board of Education acknowledges that many districts do have policies regarding student conduct, and commends these districts, now therefore be it

RESOLVED, that the State Board of Education encourages each district board of education without a written policy to develop one including a code of conduct. The policy would concern the rights and responsibilities of pupils with respect to all school related activities, including school sponsored functions or functions at other schools involving approved activities. The State Board urges the development of such policies, by September 1983, with the participation of school staff, pupils and parents or guardians, and be it

RESOLVED, that every district board of education be encouraged to distribute the written policy including the code of conduct in appropriate form at no cost to pupils, staff and parents or guardians at least once every three years and to all new staff, pupils and parents or guardians entering the district, and be it

FURTHER RESOLVED, that the Commissioner of Education shall report to the Board annually on the number of districts which have implemented the provisions of this resolution.

_____

President, State Board of Education

_____

Secretary, State Board of Education

RESOLUTION

WHEREAS, one of the state educational goals is that the public schools in New Jersey shall help every pupil in the state acquire an understanding of ethical principles and values and the ability to apply them to his or her own life (N.J.A.C. 6:8-2.1(b)10); and

WHEREAS, Governor Thomas H. Kean, in his 1988 State of the State address, identified character development within schools as a priority and charged Commissioner of Education Saul Cooperman with initiating a program to address this need; and

WHEREAS, the Advisory Council on Developing Character and Values in New Jersey Students was established to identify the values essential for members of our society as we move to the 21st century; to produce a list of values that they recommend as essential to our society and acceptable to the vast majority of New Jersey citizens; and to define a common core of those values which can be incorporated into the school exparience for the character development of our children and youth; and

WHEREAS, Governor Kean issued a proclamation recognizing the Advisory Council's outstanding work and commending its report to the attention of all New Jerseyans; and

WHEREAS, the State Board of Education endorses the Report of the Advisory Counsil on Developing Character and Values in New Jersey Students; now, therefore, be it

RESOLVED, that the State Board of Education recommends that each district board of education establish a citizens' advisory group to develop a program for the implementation of core values in their local community.

September 6, 1989

_____
President, State Board of Education

_____
Secretary, State Board of Education

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